DOCUMENT RESUME

ED 095 145 95 SP 008 323

AUTHOR Leake, Horace Milton
TITLE A Seminar on Competency-Based Teacher Education for University Personnel. Teacher Corps Associates: Resources for CBTE, Number 2.
INSTITUTION University of the Pacific, Stockton, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE 73
NOTE 32p.; For related documents, see SP 008 322 and 324-333

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *College Faculty; Definitions; *Performance Based Teacher Education; School Personnel; *Seminars; Universities
IDENTIFIERS *Modules

ABSTRACT

This 2-hour seminar is designed for institutions that have a traditional teacher education program but whose faculty or state department of education is considering a change towards performance-based teacher education. The materials required for this seminar include both readings and filmstrips. After completing this module, each participant should be able to: (a) define competency-based teacher education; (b) list the essential characteristics of a competency-based teacher education program; (c) write behavioral objectives in the affective, cognitive, and psychomotor domain; (d) list the elements of a module; and (e) design a module. The module is divided into preassessment sections for each objective with filmstrip and reading assignments required if the answers to the preassessment questions are not satisfactory. The appendixes include the answers to the preassessment sheets and detailed descriptions of all material required for the seminar. (JA)

ED 095145

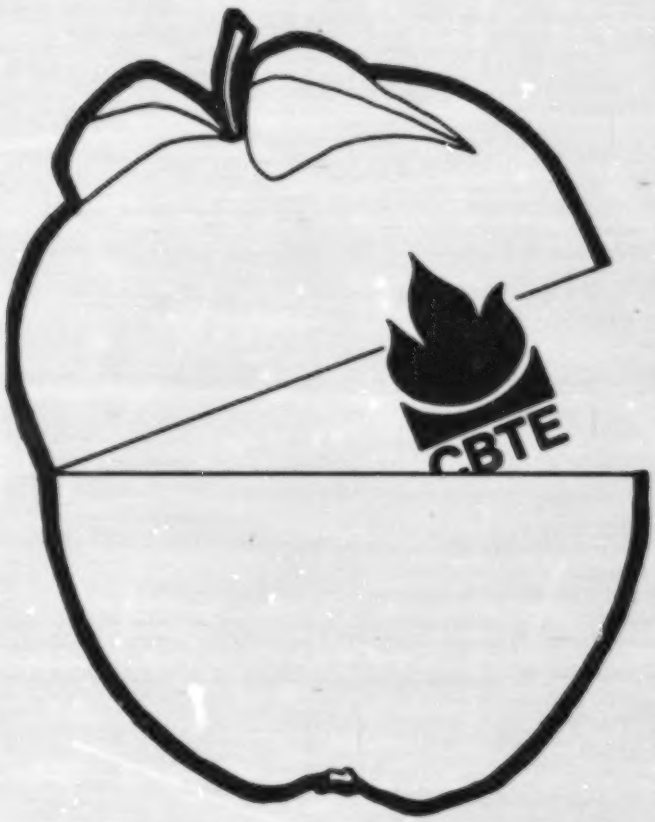
Horace Leake: **Number 2**

A Seminar on Competency-Based Teacher Education for University Personnel

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Carl A. Grant
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.



TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE

Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 **Spring, 1973**

SP001 083

BEST COPY AVAILABLE

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

ED 095145

A SEMINAR ON COMPETENCY-BASED TEACHER EDUCATION FOR UNIVERSITY PERSONNEL

Horace Milton Leake
University of the Pacific
Stockton, California

This product was prepared pursuant to a contract with Teacher Corps, U. S. Office of Education, Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the development of such products. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy. This material may not be reproduced without permission.

TABLE OF CONTENTS

Introduction	.....	v
Flowchart	.....	ix
Assumptions	.....	1
List of Materials and Resources	.....	2
Objectives	.....	3
Preassessment	.....	4
CB/PB Materials Used in Seminar	.....	14
Preassessment Answer Sheet	.....	16

BEST COPY AVAILABLE

INTRODUCTION

Many teacher preparation programs across the nation are converting to competency-based curricula. Competency (or performance)-based teacher education is designed to provide simulated and actual teaching experiences through which teachers can demonstrate their ability to utilize identifiable teaching skills. This paper is intended to help institutions of higher education present the basic tenents of CBTE to its faculty in a simple, easily understood manner.

The CBTE movement posits five essential elements:[1]

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

---

[1]Elam, Stanley, "A Resume of Performance-based Teacher Education: What is the State of the Art," American Association of Colleges for Teacher Education PBTE Series: 1-a, p. 4.

Because of the weaknesses in teacher education programs outlined above, a set of procedures that will eliminate the conditions and produce a strong effective program is demanded. The basic pronciples for establishing an effective program are briefly summarized here:[2]

1. Analysis of on-the-job performance requirements of teachers must form the basis of the goals of the Teacher Training Program. Irrelevant training must be deleted.

2. These goals must be spelled out in behavioral terms and move the trainee through a series of successive approximations to the final desired performance.

3. Throughout the training program practice of teaching skills under conditions similar to those in which a teacher will perform must be provided.

4. The training program must provide the contingencies which will maintain the learned skill after the teacher gets on the job. This requires that a training program be provided which gives opportunities to try out new techniques first in isolation and then in the formal school situation. It also requires a follow-up program allowing and encouraging teachers to return for consultation and in-service training until the desired behavior is firmly established.

5. Teachers must be experts in diagnosing, motivating, and reinforcing learning behaviors if school learning is to be rewarding for all children.

6. Children differ in the kinds of persons with whom they identify. Thus, a variety of models (personality types, races, ethnic groups, etc.) must be provided through recruitment of instructional personnel.

7. Immediate feedback must be provided to trainees on specific elements of their performance. If behavior is to be changed, the persons involved must not only recognize appropriate performances but be able to evaluate them in terms of their own teaching styles.

8. Where varied outcomes are equally valued in our society (for example, a variety of teaching styles may be both psychologically sound and educationally effective), then the training program must be individualized to allow or encourage this variability.

---

[2]Weber State College Grant Proposal, pp. 6-8.

9. Students must take more initiative and responsibility for planning what they will study, when they will study it, and for determining when it has been done well. Naturally, a training program must develop in the trainees the ability to evaluate their own performance. This can be done in an individualized, participant-directed activity.

10. An effective teacher training program must have built-in data gathering so that there will be continuous clear evidence as to whether a trainee is performing well at each point in training. This built-in performance assessment is different from the comparative evaluation of research studies which takes place after a program has been developed. It is this kind of data gathering that provides an important self-correcting quality of the program.

11. There are certain basic identifiable techniques that are commonly found in good teaching. These can be taught and the efficiency of the trainee's performance measured.

12. Qualities essential in a good teacher include an awareness of himself and his own needs, and awareness of others and their needs, combined with an awareness of how others are reacting to him. This sensitivity can be increased by a program of interaction and self evaluation.

The writer would suggest that several things precede the presentation of this two hour seminar:

1. The dean (or other decision-makers) should be fully committed to the CBTE movement.

2. The faculty as a whole should have made a study of the ten elementary education models.

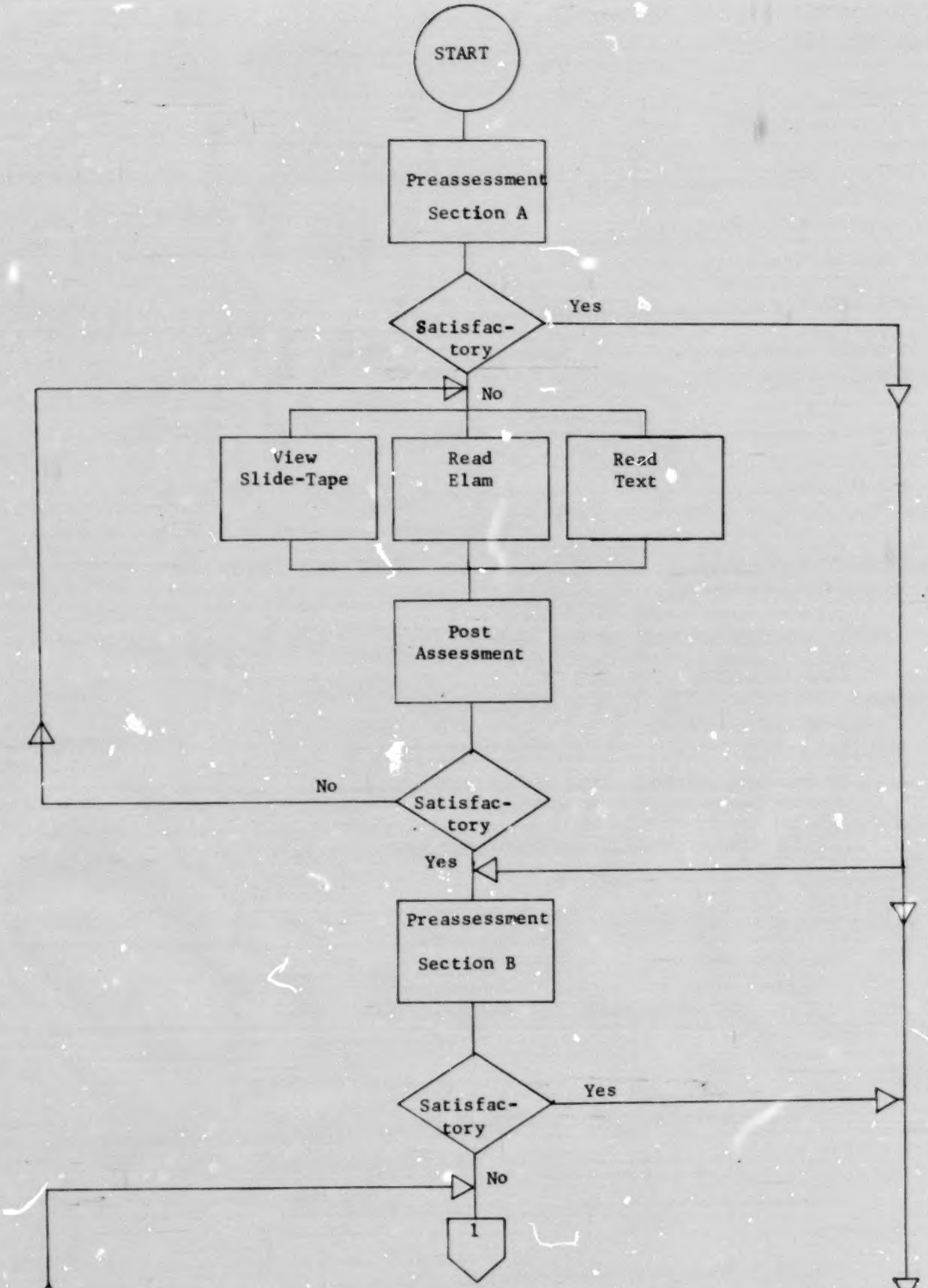
3. The faculty should choose a model that it will emulate, or at least refer to as a working model, (this does not limit the faculty to one model, but it furnishes clarity when references are made to the format of the model.)

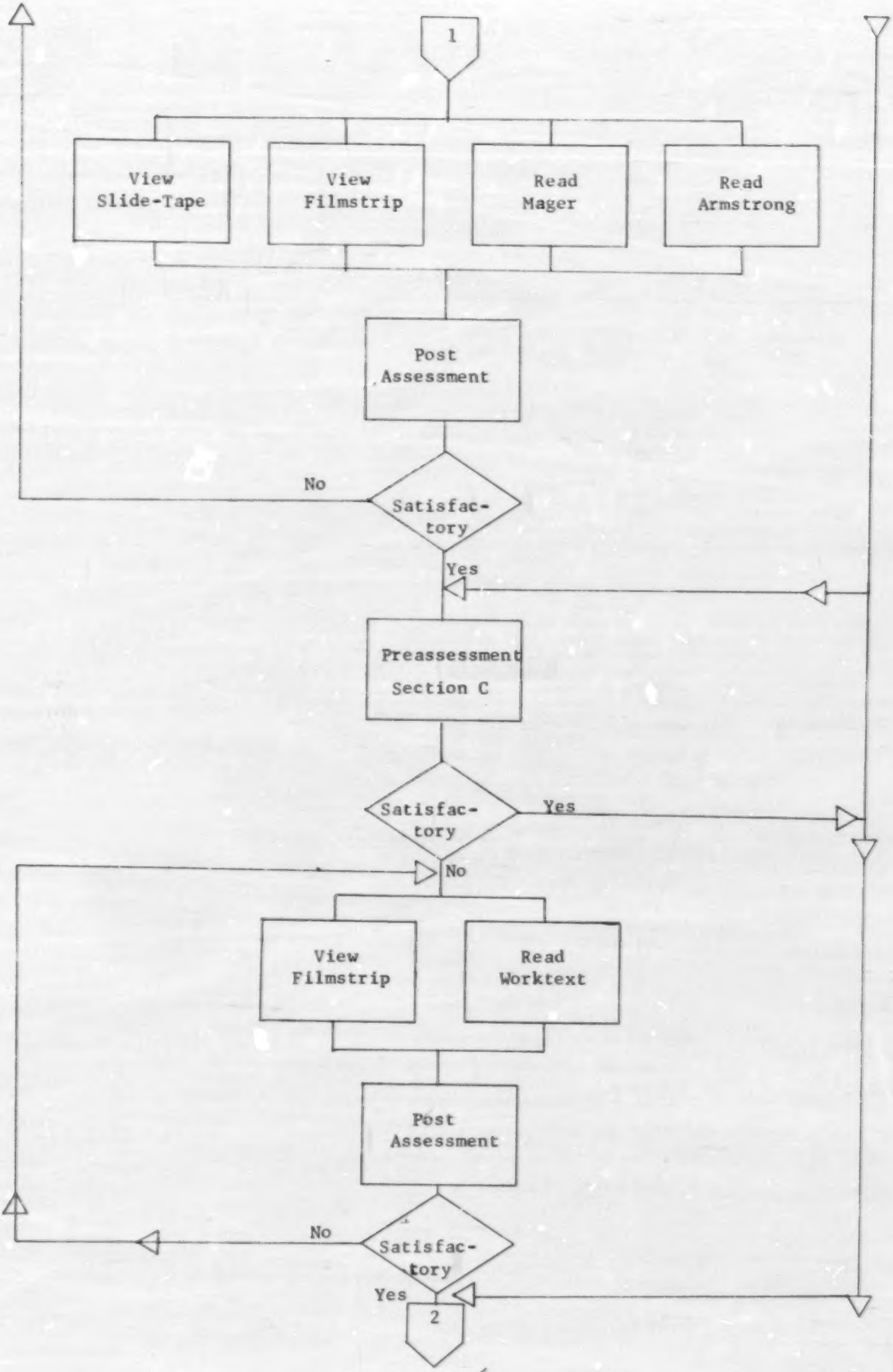
4. An in-service workshop should be held in which faculty, and district personnel would be able to learn about the model from the developers of that model.

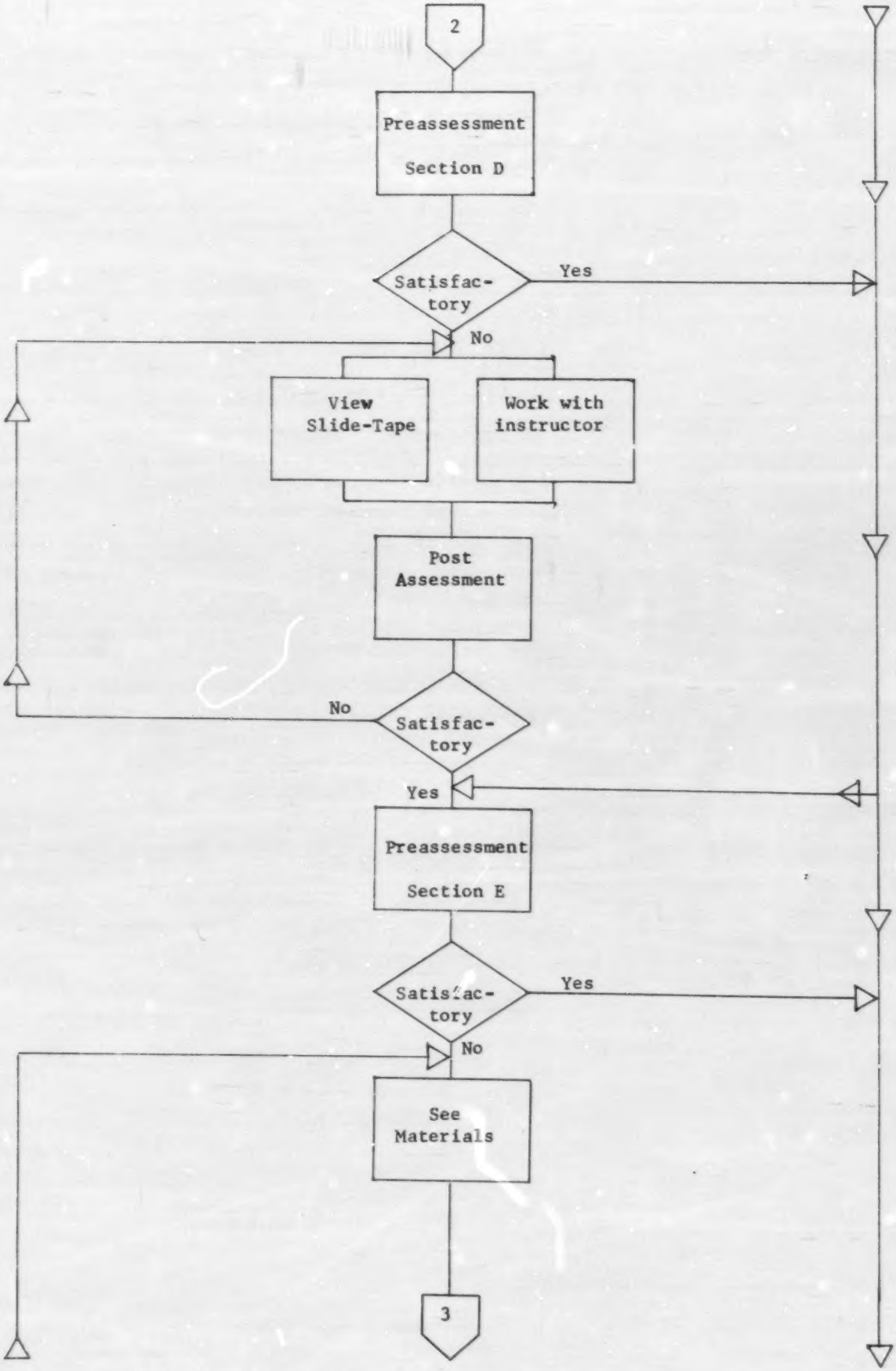
5. A follow-up faculty session should deal with the feasibility of implementing the model in your local institution.

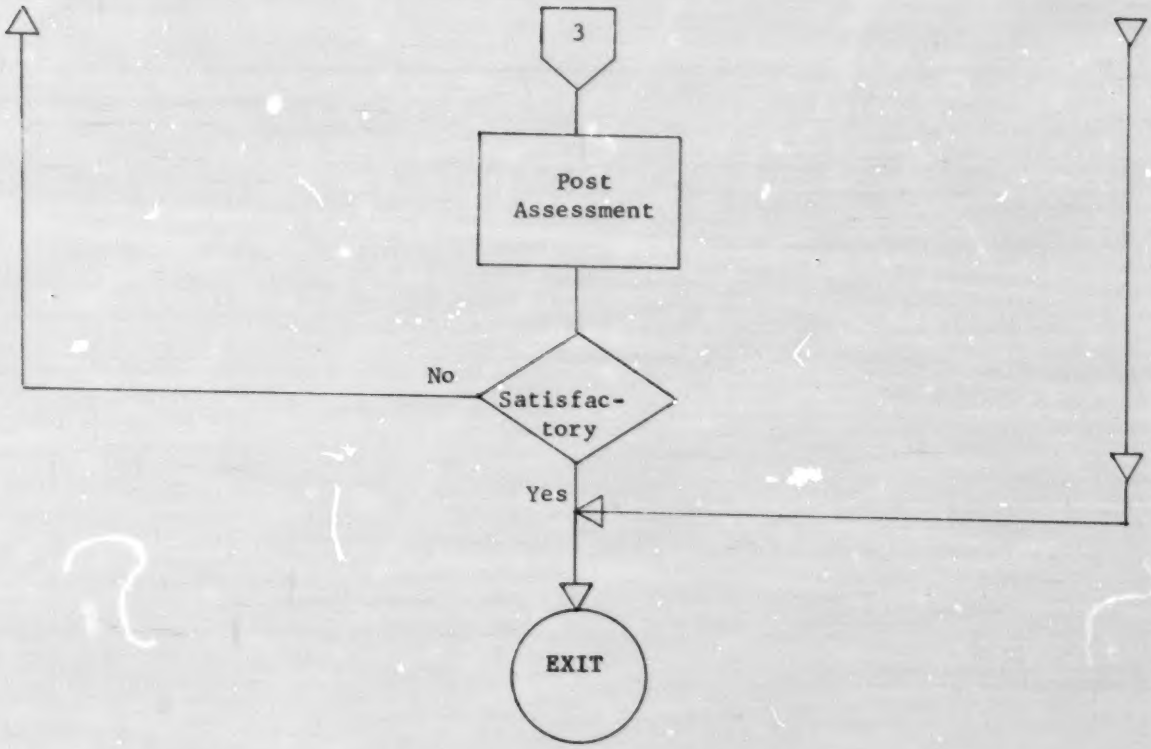
6. A committee should be chosen to study and report on CBTE, and as part of its work this seminar would be useful in presenting the basic ideas of CBTE.

The activities listed above are intended as a guide; it may be different for your local institution (e.g. other steps may be required or some of the above may not be necessary).


START
Preassessment
Section A
Satisfac-
tory
Yes
No
View
Slide-Tape
Read
Elam
Read
Text
Post
Assessment
No
Satisfac-
tory
Yes
Preassessment
Section B
Satisfac-
tory
Yes
No
1


1
View Slide-Tape
View Filmstrip
Read Mager
Read Armstrong
Post Assessment
No
Satisfac-tory
Yes
Preassessment Section C
Satisfac-tory
Yes
No
View Filmstrip
Read Worktext
Post Assessment
No
Satisfac-tory
Yes
2


2
Preassessment
Section D
Satisfac-
tory
Yes
No
View
Slide-Tape
Work with
instructor
Post
Assessment
No
Satisfac-
tory
Yes
Preassessment
Section E
Satisfac-
tory
Yes
No
See
Materials
3


3
Post Assessment
No
Satisfac-tory
Yes
EXIT

ASSUMPTIONS

The seminar has been designed around the following assumptions (any or all of which may apply to you):

1. That your institution presently has a traditional program which is based on completing a specified number of courses and units, plus one semester of student teaching.

2. That your faculty is considering making modifications in its present program, but would like further information about CBTE.

3. That your State Department of Education is mandating a change toward CBTE, or is encouraging istitutes of higher education to modify their programs to meet minimum state requirements in competency-based education.

LIST OF MATERIALS AND RESOURCES

*Based on the results of your preassessment you will be scheduled in one of the following learning activities:

A. View slide-tape "Competency-based Teacher Education"

or

Read AACTE's Performance-based Teacher Education: What is the State of the Art?

or

Read Competency-based Education

B. View slide-tape "Behavioral Objectives Packages"

or

View filmstrip "Stating Educational Objectives"

or

Read Writing Behavioral Objectives

or

Read The Development and Evaluation of Behavioral Objectives

C.& D. Filmstrip "Developing Instructional Modules"

or

Worktext, Development Instructional Modules, page 2.

E. Utilize Instructional Planning Simulation

OBJECTIVES

After completing the module each participant will be able to:

1. Define Competency-based Teacher Education.
2. List the essential characteristics of a Competency-based Teacher Education program.
3. Write behavioral objectives in the affective, cognitive, and psychomoter domain.
4. List the elements of a module.
5. Design a module.

PREASSESSMENT

SECTION A

Name the five (5) essential elements of the Competency-based Teacher Education program:

1. _____

2. _____

3. _____

4. _____

5. _____

*See instructor for answers.

SECTION A

If you know the five essential elements of a Competency-based Teacher Education program, go to page 6.

If you did not know the five essential items:

1. View the slide-tape presentation "Competency-based Teacher Education" by Wil Weber.

or

2. Read AACTE's Performance-based Teacher Education: What is the State of the Art? by Stan Elam.

or

3. Work through the programmed learning text, Competency-based Education by Thomas S. Nagel.

PREASSESSMENT

SECTION B

Write one behavioral objective in each of the following areas:

A. Cognitive:

B. Affective:

C. Psychomotor:

*See instructor of answers.

SECTION B

If you were able to write behavioral objectives in the cognitive, affective, and psychomotor domains go to page 8.

If you were not able to write behavioral objectives:

1. Look at SWECEL slide-tape Behavioral Objectives Package.

or

2. View Vimcet's filmstrip "Stating Educational Objectives."

or

3. Work through Robert Mager's Writing Behavioral Objectives.

or

4. Read "The Development and Evaluation of Behavioral Objectives," by Robert Armstrong, pages 19-54.

PREASSESSMENT

SECTION C

List the five parts of a module:

1. _____

2. _____

3. _____

4. _____

5. _____

*See instructor for answers.

SECTION C

If you were able to list the five parts of a module, go to page 10.

If you were not able to name the parts of a module:

1. View filmstrip "Developing Instructional Modules" by Robert Houston.

or

2. Read worktext Developing Instructional Modules, page 2.

PREASSESSMENT

SECTION D

Using the five parts of a module, write a one-page module in your field of teaching:

I.

II.

III.

IV.

V.

*See instructor for answers.

SECTION D

If you were able to write a one-page module go on to page 12.

If you were not able to write a one-page module:

1. Refer to Robert Houston's slide-tape "Developing Instructional Modules."

or

2. Work with the instructor in a small group that is designing a module.

PREASSESSMENT

SECTION E

Plan a simulated Competency-based Teacher Education program for your teacher education program.

1. State your objectives.
2. State what needs to be done to achieve the objectives.
3. State who should be involved in the activities.
4. State the sequence of the activities.
5. State who is responsible for each task.

SECTION E

If you were able to utilize simulation in planning a Competency-based Teacher Education program it is not necessary for you to continue further as you have successfully completed the seminar.

If you were not able to plan a CBTE program using simulation, refer to:

1. Leadership Training Institutes' Instructional Planning Simulation.

CB/PB MATERIALS USED IN THE SEMINAR

Title: Developing Instructional Modules
Author or Developer: Robert Houston et al
Publisher: College of Education, University of Houston, Houston, Texas

This is a module designed to facilitate the development of instructional modules by improving the competence of module developers. It was designed to model the approach to instruction. Included in the module are slide-tapes and basic work materials which cover each aspect of module development.

Title: Performance-Based Teacher Education: What is the State of the Art?
Author or Developer: Stanley Elam
Publisher: American Association of Colleges for Teacher Education, Washington, D.C., 1971.

This document clarifies the concepts of CBTE, examines their potential, and identifies porblems and questions.

Title: Preparing Instructional Objectives
Author or Developer: Robert F. Mager
Publisher: Fearon Publishers, Palo Alto, California

Robert Mager's book is a programmed learning text designed to teach the learner how to specify objectives appropriate to the realization of particular goals.

Title: "Behavioral Objectives Package"
Author or Developer: Southwestern Cooperative Educational Labratory
Publisher: SWCEL, 117 Richmond Drive N.E., Alburquerque, New Mexico

This contains slide-tape presentations and a workbook. Six lessons are outlined including (1) goals and objectives (2) the instructional program (3) the three domains (cognitive, affective, and psychomotor) (4) entering behaviors (5) components of a behavioral objective and (6) how to write behavioral objectives.

Title: "Vimcet Filmstrip-Tape Programs"
Author or Developer: Vimcet Associates
Publisher: Vimcet Associates, P.O. Box 24714, Los Angeles, California

This series of materials consists of eighteen filmstrip-tape programs concerned primarily with instructional design and planning skills. The eighteen programs fall into three general catagories--instructional, sequences, and evaluation. An instructor is not required, except, perhaps for administration of assessment measures and for the optional discussions.

Title: Competency Based Teacher Education: A Scenario
Author: Wilfred Weber
Publisher: American Association of Colleges for Teacher Education, Washington, D.C., 1972

This contains a slide-tape presentation of the basic elements of a competency-based teacher education program. A comparison is made between a traditional program and a CBTE program.

Title: Competency-Based Education. A Strategy to Eliminate Failure
Authors: Thomas S. Nagel and Paul T. Richman
Publisher: Columbus, Ohio: Charles E. Merrill Publishing Co., 1972

This is a programmed learning text designed to teach the fundamental elements of competency-based teacher education programs.

Title: The Development and Evaluation of Behavioral Objectives
Author: Leadership Training Institute for School Personnel Utilization
Publisher: School of Education, University of Massachusetts, Amherst, Massachusetts

This is a game designed for educators to simulate planning school curriculum programs cooperatively.

PREASSESSMENT ANSWER SHEET

SECTION A

The five (5) essential elements of a CBTE Program are:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for analyzing, interpreting, or evaluation situations or behaviors; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

SECTION B

1. Cognitive behavioral objectives or thinking skills example: "Having taken an American Red Cross first-aid course, the student will identify pictures of the three types of burns and explain approved first-aid treatment for each type of burn. His identification and explanation are to match those in the Red Cross First-Aid Manual."

2. Affective behavioral objectives or feelings, attitudes, and values example: "Having participated in a course in Ethnic Groups in American History the student will accept differences of race and culture among people."

3. Psychomotor behavioral objectives: "Given appropriate instruction the student will be able to do 10 pushups in a 2 minute time or less."

SECTION C

Each module should conform to the following format:

1. The prospectus includes a rationale that is a clear statement of why the objectives of the module are important, and outlines the basic assumptions upon which they rest. The prospectus also outlines the module, identifies prerequisites and outlines procedures for completing the module.

2. Objectives are the primary focus of each module. Each should be stated in clear, unambiguous terms, which stipulate what the learner is to demonstrate upon successful completion of the module.

3. Preassessment includes two elements. The first measures the extent to which the learner already has measured prerequisites to the module. The second component tests his competency in meeting the objectives of the module itself. Administration of competency may be by successful completion of written or oral tests page two, performance of tasks, reaction to simulated episodes, or simply questions which elicit participant interests or needs. On the basis of the results the learner may opt out of part or all of the instructional alternatives.

4. Enabling Activities specify instructional alternatives for attaining module competencies. In addition to those identified by the module developers, the learner may also identify alternate activities for meeting objectives.

5. Post Assessment measures the degree to which the individual has achieved the competency specified in the objectives.

SECTION D

"Developing Instructional Modules: A Modular System for Writing Modules" by W. Robert Houston

1. Cognitive-based (Is the performance stated in observable terms?)

2. Competency-based (Are the conditions under which the student is to perform stated?)

3. Consequence-based (Is the level of achievement for the performance understood?)

4. Exploratory (Does the behavioral objective communicate the exact intent of instruction?)

Simulations (an outline)

1. Identify the problem.

2. Analyze the problem.

3. Develop and defend alternative solutions to the problem in small groups.

4. Large group discussions in which the total group reviews the alternatives and the consequences of each.